

# LATIN NOTES

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## HORACE'S BIMILLENNIUM

At a meeting held on November 13, 1930, as reported in the *Classical Journal* for February, 1931, the University of Iowa Chapter of Eta Sigma Phi instructed its officers to call the attention of the national organization and other classical societies to the fact that the Bimillenary of Horace's birth would fall in 1935, according to the method of reckoning commonly employed in such cases; e.g., the Bimillennium Vergiliandum. In an editorial appearing in the same number of the *Classical Journal* Professor R. C. Flickinger pledged his support to thus honoring Horace's memory. Since that date several classical organizations, including the American Philological Association and the American Classical League, have passed resolutions favoring a suitable celebration of the two thousandth birthday of the man who, as Grant Showerman says in his *Horace and His Influence*, "has been the representative Latin poet of humanism."

While for obvious reasons it seems scarcely possible that the proposed celebration will assume anything like the proportions of the Bimillennium Vergiliandum, it is certainly desirable that local, state, regional, and national organizations of classical teachers should plan to include in the programs of their meetings during the year 1935 papers and addresses which will emphasize anew Horace's contribution to his own and succeeding generations. In many places local societies may well sponsor public programs of a more popular sort. Authors and publishers should be encouraged to make their contributions in the form of new editions or studies of Horace's works. Furthermore, if conditions are at all favorable, the American Classical League will carry out plans now under consideration for a Horatian Pilgrimage and Classical Cruise, similar to the enterprise so successfully carried out as a part of the Vergilian celebration in 1930.

W. L. CARR, President American Classical League.

## Horace to Vergil Setting out for Greece

navis, quae tibi creditum  
debes Vergilium; finibus Atticis  
reddas incolumem, precor,  
et servas animae dimidium meae.  
Carm. I, 3

## VERGILIAN AWARDS TO MISS MACVAY

Popular appreciation of Vergil became worldwide at the approach of his two thousandth birthday but was nowhere more manifest than in the United States, where the American Classical League, sponsoring the celebration, secured the coöperation of leading educational and cultural agencies. Interest was aroused through literary and musical performances in which there were countless enthusiastic participants. The notable success everywhere achieved was largely due to the efficient work of twenty-eight national committees directed by the general chairman, Dr. Anna Pearl MacVay, a Vice-President of the League.

A complete account of the various activities carried on in connection with the celebration would delight lovers of Vergil and be a helpful guide to managers of like undertakings. Throughout the year 1930 the general chairman received numerous newspaper articles, photographs, programs, calendars, pictorial maps, posters, book plates, medals, poems, plays, essays, which along with the log of the Aeneid Cruise are among the lasting souvenirs of this unique anniversary.

Prominent citizens who served on the committees and talented artists who created beautiful designs have testified that the results attained were possible because of Miss MacVay's initiative and helpfulness. From 1928 to 1931 she was untiring in her efforts to arouse nation-wide recognition of the Bimillennium Vergiliandum and, when granted a well-earned sabbatical leave by the New York Board of Education, she devoted most of it to the Vergilian cause. In addition to writing numerous articles for magazines she held conferences with fellow-workers in a score of states and addressed nearly a hundred national, state, and local gatherings, donating the honoraria received to the League treasury. As the only woman on the staff of lecturers for the Aeneid Cruise, she had at Naples the distinction of placing a wreath for the Vergilian pilgrims at the Poet's tomb.

Miss MacVay had general charge of the Vergil Festival at Carnegie Hall, New York, held under the auspices of the League, with the coöperation of the American Academy of Arts and Letters, the Poetry Society, Phi Beta Kappa, the Italy-America Society,

and kindred organizations. This festival was truly a national and international affair. Among the guests of honor were Academicians from the Argentine, Belgium, Canada, England, France, Germany, Italy, Mexico, Norway, and Spain.

The program began with a colorful pageant, "The Ages Pay Tribute to Vergil," presented by students from school and college, with music by a large chorus and orchestra conducted by Dr. Walter Damrosch. Opening the second part of the program, Miss MacVay read a message from President Hoover, commanding America's participation in the Vergilian Celebration. Then came addresses by the United States Commissioner of Education and distinguished representatives of several foreign countries. Professor Frank J. Miller, a Vice-President of the League, was presented with a decoration from the King of Italy, such as had been given in Rome the preceding summer to three other leaders of the Vergilian Pilgrimage. Count Costantini, Italian President of the International Association of Mediterranean Studies, told the audience that he regretted that a like honor could not be bestowed on Miss MacVay, because his government never recognized the work of women, but he said a suitable award would come to her from Italy. The Count recently fulfilled that promise when he brought to Miss MacVay Italy's commemorative Vergilian medal, with a letter from which the following is an extract:

Two years ago I had the honor of announcing at Carnegie Hall that upon you had been bestowed by the *Associazione Internazionale Studi Mediterranei* a medal issued by the Academy of Italy in commemoration of Vergil's Bimillennium. The Royal Mint coined a very limited series of such medals to be distributed only to the outstanding world scholars whom our country wished to honor during that memorable year. . . . Kindly excuse my bringing to you the medal after two years delay, but the first issue being exhausted we had to wait till the Royal Mint could coin your own. I am highly gratified to have the privilege of bringing it to you from Rome as our official acknowledgment of your worthy contribution to the humanities.

While the many friends of Miss MacVay are grateful to Count Costantini for this recognition that has come to her from abroad, they are equally pleased at the honor shown by the League at its annual meeting last June in Atlantic City, when the Council of the League authorized Dr. Magoffin, in whose presidency the Vergilian Celebration occurred, to present to Miss MacVay the large bronze medallion commemorative of the Bimillennium Vergilianum as a lasting token of the League's appreciation and esteem. In doing so he paid high tribute to her ability and devotion, displayed for four years as general chairman of committees which she organized and directed in their manifold activities.

The two faces of the medallion, cast separately, have been mounted on a walnut background. The inscription reads:

SOCIETAS CLASSICA AMERICANA ANNAE MARGARITAE MACVAY  
SUMMAE PRAESIDI INDEFESSAE AC SOLLERTI DELECTORUM  
AD BIMILLESIMUM NATALEM VERGILI CELEBRANDUM

#### TECHNICAL GRAMMATICAL TERMS: AN AID OR A STUMBLING BLOCK?

Latin teachers, stop, look, and beware! Do the following terms wake any echoes in your memories?

subject	participle	appositive
object	gerund	copulative verb
mood	infinitive	predicate noun
tense	positive	predicate adjective
voice	comparative	complement
person	superlative	vowel
number	govern	consonant
active	adverb	imperfect
passive	verb	past perfect
past	noun	pluperfect
transitive	clause	future perfect
intransitive	phrase	perfect definite
case	modify	decline
indirect object	indicative	compare
possessive	subjunctive	conjugate
parts of speech	imperative	relative

These words were collected from Latin classrooms in which the meanings of the words were being discussed, or where disaster was impending because their meaning was not understood and was not being discussed. But let us teach the ideas they connote, and not merely formal definitions. A formal definition of a transitive verb gets about as far through the ears and into the brain of an eighth grade boy as gentle ocean-spray gets into the engine room of a battleship.

We cannot teach successfully that an object ends in *-am* until a child can tell a word that means action from one that means a thing—in his own language. And when we have come thus far, we still cannot teach *-am* until he sees that there are really two kinds of verbs, one that is complete and full of meaning as soon as it is spoken, like *walk* and *run*, and one that is not finished at all until some "thing," some "noun" or "pronoun," some "object" is caught up and whirled around by the action as a whirlwind catches up things and changes them. These are such verbs as *throw*, *lift*, *bring*, *end*.

But let not senior high school teachers sigh with relief as they think, "Thank heaven they will certainly know that much by the time they have come to me!" Your Armageddon comes with practically every other word on the above list, especially with "subjunctive" and "indicative" and "mood." Who will devise some graphic way of picturing verb moods so they will strike the adolescent imagination and become real?

*Contributed by MILDRED DEAN*  
Head of Department of Latin, Washington, D. C.

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*Exegi monumentum aere perennius*

Hor. Carm. III, 30

## ANCIENT FIRE

A soldier sitting in a tent behind a hill in Further Gaul:  
His bloody shield is at his feet; the night wind stirs his  
sweaty curls  
And jerks the tent flap—plays about the countless rows  
of tents beyond.  
The light of victory on his face, the soldier takes the  
scroll and writes:  
*A criter in eo loco pugnatum est.*

A crowd of white-clad figures seat themselves within the  
temple walls;  
A man steps forth—a purple band about his cloak, his  
shoes of red.  
A silence falls. He speaks. The gods might gasp at  
eloquence like this.  
The pillars tremble as the speaker throws his arms to  
heaven and shouts:  
*Di immortales! Ubinam gentium sumus?*

The fragile fountain music—fire upon the altars of the  
marble household gods;  
The stars smile gently on a Roman garden. All is still.  
A poet sits and broods. He muses on the mighty deeds  
of gods—  
Their loves, their hates, their wars. Poetic fire is his.  
He murmurs low:  
*Arma virumque cano.*

And yet the schoolboy yawns and groans,  
"I'm so bored by these old drones."

MARTHA McGAHAN

*East High School, Cleveland, Ohio*

Published in Nellie B. Sergent's *Younger Poets* (D. Appleton  
and Company)

## ANNOUNCEMENTS

Teachers will be interested in the following books  
recently added to OUR DEBT TO GREECE AND ROME  
series, published by Longmans, Green, and Company,  
New York, N. Y.

1. *Ancient Writing and Its Influence*, by B. L. Ullman, traces the development of the alphabet and of written language from classic times, and serves as a valuable introduction to the study of Greek and Roman palaeography. Price, \$1.75.
2. *Ancient Education and Its Meaning to Us*, by J. F. Dobson, shows the influence of early Spartan, Athenian, and Roman schooling upon that of today, and deals in particular with the ancient Greek and Roman universities and their best teachers. Price, \$1.75.
3. *Plautus and Terence*, by Gilbert Norwood, discusses the art of these two famous Roman dramatists and their legacy to the theatre of our time. Price, \$1.75.

*Swords Against Carthage*, by Friedrich Donauer, is a stirring novel based on the events of the Second Punic War, with Scipio Africanus and Hannibal as chief actors. The publisher is Longmans, Green, and Company, New York, N. Y., and the price is \$2.00.

*The Sword of Sergestus*, by Paul L. Anderson, is a series of episodes in Roman history from the Fall of Troy to the Decline of the Empire. These stories, written especially for high school pupils, first appeared in serial form in *Scholastic* during 1931-32. Scholastic Corporation, Pittsburgh, Pa. Price, 35 cents (25 cents each for 10 or more).

*The Roman Way*, by Edith Hamilton, shows us Rome through the eyes of its best-known authors, and compares Roman civilization with Greek and with that of our own day. W. W. Norton and Company, Inc., New York, N. Y. Price, \$3.00.

*A History of the Roman Republic*, by Cyril E. Robinson, is a vivid sketch of this period of Roman history and a study of its leaders, problems, and customs. Thomas Y. Crowell Company, New York, N. Y. Price, \$3.00.

*Out of the Past of Greece and Rome*, by Michael I. Rostovtzeff, is a series of glimpses into the daily life of the classical world. It is written for older boys and girls, but would appeal to anyone interested in ancient history. Yale University Press, New Haven, Conn. Price, \$2.00.

*An Introduction to Greek History, Antiquities and Literature*, by A. Petrie, is a small reference book that deals in short and concise form with the historical-cultural background of interest to the student of Greek. Oxford University Press, New York, N. Y. Price, 95 cents.

## AMERICAN CLASSICAL LEAGUE MATERIAL AVAILABLE

[For complete list of material offered, address the American Classical League, New York University, Washington Square East, New York, N. Y.]

### The Claim of Antiquity

*The Claim of Antiquity* was issued in 1927 by the Councils of the Societies for the Promotion of Hellenic and Roman Studies and of the Classical Association of Great Britain. This 34-page booklet contains, in addition to brief notes on the claims of Greece and Rome on our time, an excellently arranged bibliography of books for those who know neither Latin nor Greek. The volumes in the bibliography are classified under the headings of general works, literature, history, philosophy and religion, geography, science, art and archaeology, and social life.

This booklet sold originally at 25 cents. The League's price while the supply lasts is 10 cents postpaid.

## TO THE YOUNG LATIN TEACHER—WHAT IS YOUR SPECIAL PROBLEM?

If it is **Junior High School Latin**, the Service Bureau has the following items which it will gladly lend you or which you can buy at the prices indicated. (Number 295 is *not* for sale; Supplement XXXVI and Bulletin XIII are *not* loans.)

- 111. A tentative outline of a course of study in Latin for the Junior High School. 10 cents
- 194. Principles underlying the Latin course in the Junior High Schools of Rochester, N. Y. 5 cents
- 267. A course of study in eighth grade Latin. 10 cents
- 289. Making homework in the 7-A classes attractive. 5 cents
- 295. A course of study in Latin for the Junior High School grades. Issued by the Department of Education, Boston, Mass., 1927. *Not* for sale—a loan only
- 302. Latin tests for the eighth grade. 5 cents
- 303. Latin tests for the ninth grade. 5 cents
- 312. Course of study in Latin for the eighth and ninth grades. Taken from the *Pittsburgh High School Course of Study in Latin*, 1927. 5 cents
- 313. A bibliography on the Junior High School movement. Taken from the *Manual for Junior High Schools*, Department of Public Instruction, Harrisburg, Pa., 1927. 5 cents
- 316. Headings for a notebook for use in the Junior High School. 5 cents
- 318. Latin for the Junior High School; minimum achievement for grade 8-B. 10 cents
- 319. Latin for the Junior High School; minimum achievement for grade 8-A. 5 cents
- 322. Writing Latin in the Junior High School—suggestions for young teachers. 5 cents
- 363. The first eight weeks in an experimental course in Latin. 5 cents
- 364. A nine-weeks' exploratory course in Latin. 5 cents
- 371. A Latin test to be given at the end of the "try out" course in grade 7. 5 cents

Supplement XXXVI: A new Latin course for the Junior High School. 10 cents—*not* a loan  
Bulletin XIII. Latin in the Junior High School. \$1.00—a few copies slightly damaged, 50 cents.

If it is the **Making of Latin Notebooks**, the Service Bureau has the following items which it will gladly lend you, or which you can buy at the prices indicated.

- 15. Outline for a Vergil illustration book. 5 cents
- 77. Types of derivative notebooks. 5 cents
- 308. Latin notebooks. 5 cents
- 316. Headings for a notebook for use in the Junior High School. 5 cents
- 346. Plan for a Vergil notebook. 5 cents
- 376. A list of inexpensive prints for a Vergil notebook that can be procured from American picture dealers. 10 cents
- 395. A list of Caesar and Cicero pictures available in this country. 5 cents

If it is **Varying Ability**, the Service Bureau has the following items which it will gladly lend you, or which you can buy at the prices stated.

- 17. Some reasons for my low mark in Latin—points for pupils to consider. 5 cents

- 68. Meeting varying ability. 10 cents
- 69. A course of procedure for meeting varying ability (includes 2 items, a and b). 5 cents
- 70. Suggested activities for meeting the needs of the superior pupil, classified under the headings of the various years of the high school course. 10 cents
- 247. How the problem of varying ability is met in the Senior High School at Lincoln, Nebraska. 5 cents
- 270. Specific causes of failure in Latin. 5 cents

## SERVICE BUREAU MATERIAL AVAILABLE

*This material appears in mimeographed or printed form. In the case of the former, the items may be borrowed with the understanding that the teacher pays the postage and returns the material within two weeks after its receipt, or they may be purchased for 5 cents each unless another price is stated. Printed items, however, known as LATIN NOTES SUPPLEMENTS and BULLETINS are not sent out as loans but must be purchased at the prices indicated. The material is listed in Leaflets published at the end of each school year, and containing a summary of items which have been announced in the LATIN NOTES for the year. These Leaflets are sent out free of charge.*

### I. In Mimeographed Form

*(Numbering is continued from the February issue.)*

- 449. New Ideas for Teaching Translation. By Mildred Dean, Head of Department of Latin, Washington, D. C.
- 450. Mythological Characters in Vergil's *Aeneid*—a List Which the Pupil Should Know. By Marguerite Kretschmer, Service Bureau for Classical Teachers.
- 451. Some Observations on the Value of Latin to the Student of English. By Nellie F. Hill, High School, Harrison, N. Y.
- 452. Need for Correlation between the Junior and Senior High School in Latin. By Daisy Thomas, Presidio Junior High School, San Francisco, California. Price, 10 cents.

### II. Latin Notes Supplements

Fifty-one are now available. For classified list of titles and prices, see December issue of *LATIN NOTES*.

### III. Bulletins

Twenty-seven are now available. For classified list of titles and prices, see December issue of *LATIN NOTES*.

### IV. Pictures

For list of 314 prints, classified by sets, see Leaflets VII and VIII (sent free of charge). Price of prints, 5 cents each. Discounts for quantities. The Service Bureau also has three large blank scrapbooks, suitable for mounting pictures—VERGIL, ROME AND THE ROMANS, and PRACTICAL USES OF LATIN. Price, \$1.50 each.

### V. Wall Posters

- I. A free translation in large type of THE OATH OF THE YOUNG MEN OF ATHENS. An inspiring reminder of ancient patriotism, suitable for the bulletin board of any classroom or library. Price, 50 cents.
- II. A small colorful poster, showing in red type the various possible meanings of the word *res* in the Manilian Law oration of Cicero. An incentive to good translation. Price, 15 cents.

### VI. Games

- I. The description of a game called *ROTA*, played by the Romans (illustrated). Price, 5 cents.